

Woniara Road School Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Woniora Road School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Danny Callaghan

Principal

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Message from the Principal

2018 was a year of considerable change for the school and presented new challenges. The leadership of the school saw the appointment of a new substantive Principal and a new substantive Assistant Principal, and in turn welcomed many other new staff members. The school sought to manage these changes seamlessly, and maintain its culture of strong relationships, high support, and high expectations. In doing so, we were also able to build on the successful wellbeing programs and learning opportunities that have been established over many years, and saw the school recognised as a finalist in the Special School on the year category in the inaugural Educator Magazine, Australian Education Awards.. This report will attest to the achievements this work led to in 2018, and the journey of growth and progress that will drive the school forward in the future.

Danny Callaghan

Principal

Message from the students

2018 was a productive year for the Woniora Road School SRC. We coordinated tours around the school, MC'd and hosted the school formal, and organised end of term events such as bowling. We were also involved in a number of leadership events: WRS leadership day at OzHarvest and rock climbing, our first ever inter-school SRC meeting Centennial and Rivendell and attending Generation Next. Some of the ideas that have been generated through these leadership opportunities were establishing a cross-school debating team, inter-school musical performances and ways to be more environmentally friendly.

Last year we were involved in raising funds for charities such as the Cancer Council and the Salvation Army by organising a charitable morning tea and collecting non-perishable items for the Christmas appeal. We also volunteered our time to assist with the annual Bunnings BBQ fundraiser, which raised over \$1,000 for our school camp.

At the end of term 4, the whole SRC attended the world's largest mental health lesson at Homebush. The lesson ran for a total of 50 minutes, where students were asked various questions and were answered using a thumbs up or thumbs down card. The lesson was concluded with a mindfulness activity and it was announced that we created a world record!

As the school captain for 2019, myself and the SRC will be looking to continue all the wonderful work the previous representative body had commenced, whilst introducing new and exciting initiatives to make our school more environmentally friendly and assist our students in expanding their social and academic circle of friends.

Harry, 2018–19 School Captain.

School background

School vision statement

Learning for Life

Woniara Road School's vision is to strengthen our culture of care, respect and empowerment by being committed to delivering a positive, supportive, enriching and engaging learning experience for all students.

By promoting quality evidenced-based individual education, student wellbeing and transition opportunities, we aim to enable our students to become successful learners, confident and creative individuals and active and informed citizens.

Woniara Road School is committed to providing every student the opportunity to achieve their personal best through engaged, active and supported learning in a safe, respectful and nurturing school environment. In doing so, the school aims to be a Centre of Excellence in promoting individualised learning, student wellbeing, engagement and academic success.

School context

Woniara Road School is a NSW government school for specific purposes located in the Hurstville area. The school enrolls secondary-aged students from the Sydney area and caters directly for students diagnosed with an internalising emotional disorder and/or mental health issues.

Woniara Road School is a diverse learning environment that values and develops each student's strengths, unique talents, and academic potential. The school adopts a strategic and planned approach to support each student's cognitive, emotional, social and wellbeing needs, providing educational experiences and opportunities combined with wellbeing management that develops students' social skills, independence, personal worth, and responsibility.

The school works in consultation with parents, carers, mental health professionals, community supports, and the students themselves to develop highly personalised individual learning plans that address students' unique academic, social, and emotional needs.

The majority of students access a mainstream curriculum via Sydney Distance Education High School. This curriculum is supported by extensive in-school programs that support learning and increase students' independence, social skills and anxiety management skills.

It is Woniara Road School's objective to provide each student with an educational pathway leading to the attainment of an academic and/or vocational accreditation.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework to chart our progress towards meeting the improvements identified in our three year school plan. The fourteen elements of the School Excellence Framework provided a clear description of quality practices against which to assess our own processes and practices. To start the self-assessment process, each strategic direction teamed mapped out the strategic directions of the school plan and the project milestones against the framework. Evidence of impact was linked to the appropriate theme descriptor. The teams then shared this map during end of year school development sessions, and all staff took part in discussions to verify the assessment. In addition to the verification, discussions were held about which elements had shifted from the previous year's self-assessment and why they had shifted. Furthermore, we identified which elements could be our priorities for further improvement. 2018 was very much a year of consolidation of processes following significant change of personal within the school. In the domain of Learning, our primary focus remained excelling in the domain of Wellbeing. This will always be paramount, given the critical needs of our student cohort in this domain. To remain on the cutting edge of mental health practices while maintaining our nurturing, respectful and highly supportive school environment is the foundation on which all other improvements in our school are

built. In the Learning domains of both Curriculum and Assessment the school assessed that it had made improvements that saw it now at Sustaining and Growing in both and on most themes. The consolidation and growth of the team teaching model and the Stage 6 tutorials evidenced by the significant improvement in Stage 6 assessment tasks was seen as a crucial process in this improvement. In the domains of teaching and leading, the school remained at the same place on the continuum for where it had assessed itself in 2017 (i.e. primarily at delivering in teaching, and sustaining and growing in leadership). The teaching element which the school had previously identified itself as Excelling (collaborative practice) is no longer a part of the framework. Specific themes within the elements were identified as having more evidence than others and trending in an improving direction, in particular classroom management (effective classroom practice) and expertise and innovation (learning in development) within the teaching element, and high expectations culture (Educational leadership) and staff deployment (school resources) in the leading element. As areas for growth to target in 2019, more evidence of embedded explicit teaching strategies and data use in teaching and planning were identified in the teaching element. While administrative systems and financial management were identified for the leadership element.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Improved Student Learning and Engagement

Purpose

To improve student outcomes by embedding evidenced-based, collaborative, personalised and future-focused learning experiences within a framework of high expectation and wellbeing supports. Through improving student engagement, students achieve higher than expected growth in individual plans in the key areas of literacy, numeracy, and creativity, enabling them to confidently access future opportunities.

Overall summary of progress

In 2018, the school continued to refine its use of specific processes targeting areas which enable improvement in achievement measures.

The three processes targeted under the strategic direction were Individual Learning with a Growth Mindset, Engagement Programs and Future-Focused Learning and Data Skills and Use. In the process of data, skills and use, at the beginning of the year a timetable of data collection points was created to assist the collection of data for use in analysing progress towards strategic direction 1. These data collection points lead to a reflection on the quality of the data, limitations on their use in small contexts and the difficulty in establishing and maintaining effective data collection. In individual learning with a growth mindset staff engaged in PL around Carol Dweck's work to assist with a common language in guiding students to have a broader view of their capabilities. Adjustments to the IEP have begun to include a growth mindset perspective. The implementation of activities towards the process of engagement programs and future-focused learning was more delayed, partly due to an identified need to focus on mental health issues in young people and safety planning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students achieving higher than expected growth on internal data measures.	<ul style="list-style-type: none">• SSP Quality Teaching• Professional Learning• RAM Equity – Socio Economic• Disability Funding	<ul style="list-style-type: none">• Increased student participation in assessment of individual growth.• Inclusion of broader 'holistic' measures of growth with IEPs
Increased proportion of students achieving stage-based outcomes in literacy.	<ul style="list-style-type: none">• SSP Quality Teaching• Professional Learning• RAM Equity – Socio Economic• Disability Funding	<ul style="list-style-type: none">• Individual increases in participation and engagement in literacy sessions.• Consolidation of MacLit program.
Increased proportion of students achieving stage-based outcomes in numeracy.	<ul style="list-style-type: none">• SSP Quality Teaching• Professional Learning• RAM Equity – Socio Economic• Disability Funding	<ul style="list-style-type: none">• Individual increases in participation and engagement in numeracy sessions.• Funding allocated for long term use of online numeracy programs to support face-to-face program.
Increased proportion of students actively engaged in their learning and seeking HSC or equivalent vocational certification.	<ul style="list-style-type: none">• SSP Quality Teaching• Professional Learning• RAM Equity – Socio Economic• Disability Funding	<ul style="list-style-type: none">• Higher rate of full HSC completion in 2018 than previous years• Students more readily identifying high expectation targets for post school options.

Next Steps

In 2019, the school will continue hone in on to refine IEP by making the goals the emphasis of the document, there will be expanded individual and group numeracy tuition as well as heavy investment in numeracy resources and professional learning. Integration of explicit models of learning into the Distance Education model will also be assessed for viability into 2020.

Strategic Direction 2

Improved Quality Teaching and Learning

Purpose

To create a culture of continuous improvement where staff are supported and inspired to engage in professional learning and develop evidence-based, future-focused quality teaching practices, enabling them to facilitate improved academic and wellbeing outcomes for all students.

Overall summary of progress

The three process targeted under the strategic direction were Evidence-based Teaching, Collaborative Practices and Evaluation Practices. The most growth was in the area of collaborative practices with executive team members and classroom teachers designing a PBL project for disengaged stage 4 & 5 students. The timetables allowed for more space for collaborative and creative planning. Reflections from this shaped a clearer pathway forward for the project in 2019. Given the Distance Education model at the school the development of both the evaluative practices and evidence-based teaching can be a slower process. Lead teachers have been identified in modelling best practice for other staff and in a team-teaching capacity are demonstrating the inclusion of evidence-based teaching into supporting the Distance Education model.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased use of evidence-based teaching strategies by all teachers.	<ul style="list-style-type: none">• SSP Quality Teaching• Professional Learning	<ul style="list-style-type: none">• Exec and Class teacher completed PD on collaborative project-based learning through UTS. Devised context specific program.• Stage 6 Tutorial sessions observed for quality teaching practices.
Improved data collection and analysis processes provide a comprehensive view of student progress, which then informs future teaching and learning strategies.	<ul style="list-style-type: none">• SSP Quality Teaching• Professional Learning	<ul style="list-style-type: none">• Review of current data collection practices.• Audit of Distance Education reports on student performance measures.
Increased proportion of teaching staff have attained and are maintaining accreditation at Highly Accomplished or Lead teacher in key areas of the professional standards.	<ul style="list-style-type: none">• SSP Quality Teaching• Professional Learning	<ul style="list-style-type: none">• All staff now undergoing the 5 year maintenance periods.• 1 staff member successfully completing maintenance period.• 1 staff member identified as potential HALT.

Next Steps

In 2019, the school will implement an adjusted timetable, which sees increased team-teaching with in-built reflections and observations. More explicit models such as the '4Cs transformative learning' or the 'building learning power' and the will be investigated for implementation in 2020. Staff will undergo extensive training with external staff engaged to further develop this model.

Strategic Direction 3

Promoting Positive Pathways

Purpose

To create and strengthen a network of community partnerships, providing students with greater access to individuals and organisations that can support them in their wellbeing, academic goals, and social development, culminating in the collaborative development of comprehensive transition plans for students that addresses their needs and goals at every transitional stage.

Overall summary of progress

The three process targeted under the strategic direction were Transition Partners (Vocational), Transition Partners (Wellbeing) and Community Engagement. In the area of vocational transition partners the school sourced and built two specific strong relationships with the OzHarvest Nourish Hospitality training program and the Yes Program at Enmore Design Centre. Students. In the transition partners (wellbeing) process, the individualised transition packages and the interviews of recent graduates allowed for stronger ties with external mental health supports and smoother transitions into post-school life. In the process of Community engagement the greatest progress was made in the deepening of student connections through the SRC, particularly with newly established leadership groups at other SSP settings, highlighted by the hosting of an end of term inter-school sports and arts day.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students meeting or exceeding transition targets.	<ul style="list-style-type: none">• RAM Equity: Socio-Economic• Professional Learning	<ul style="list-style-type: none">• Student engagement in the development of specific transition targets.
Increased percentage of students reporting that they are confident with community engagement.	<ul style="list-style-type: none">• SRC Funds• Flexible Funding for Wellbeing Services	<ul style="list-style-type: none">• Increase in student participation in community events.• Increased participation in Sydney Distance Education events.• Closer partnerships with other school leadership groups.
Increased proportion of students actively engaged with mental health and vocational supports.	<ul style="list-style-type: none">• Flexible Funding for Wellbeing Services• Professional Learning	<ul style="list-style-type: none">• Improved strategic planning around transition• Complex Case management meetings for school leavers.• Departing more engaged with external supports.

Next Steps

In 2019, the school aims to have the Enmore Design program expanded to include the community of like EDBD SSPs, it also hopes to have an external training provider observe and refine the school's Barista training program to facilitate further successful transitions to extended. In the area of school community, the school will build on the recently established student leadership network with Rivendell and Centennial Park School with the initiation of a joint arts project.

Key Initiatives	Resources (annual)	Impact achieved this year
Socio-economic background	\$12,329	Funding has enabled additional resources for vocational transition programs, including higher levels of staff support on work placements, covered costs on workplace certifications and the purchase of necessary equipment (tools, uniforms etc). This has lead to a increase in the number of students from low socioeconomic status (SES) backgrounds successfully completing work placements, achieving vocational certifications and finding part-time employment.
Flexible Wellbeing Funding	\$33,067	<p>Funding enabled the engagement of external providers to collaborate with executive staff in the provision of weekly contextually relevant therapeutic musical and visual arts programs.</p> <p>These programs led to enhanced wellbeing outcomes for students. Other notable achievements including an exhibition of artworks held at the Hurstville Dragon's Lair Gallery and the formation of a school band.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	20	16	16	17
Girls	22	24	22	22

Woniora Road School has the capacity for 42 students. To be eligible to enrol, students must have a current emotional disturbance classification. Students enrolled may present with a variety of internalising, anxiety-based behaviours and mental health issues. Often, the students may experience difficulties with school attendance and engagement. The length of enrolment is based on regular appraisals of the student's individual emotional needs and abilities.

Management of non-attendance

Woniora Road School considers daily attendance a priority and actively works in collaboration with parents, carers, community supports and students to meet attendance targets. When suitable, the school works with regional support staff through the Home School Liaison Program to apply attendance improvement plans. The average school attendance of students was 64.5% for the entire year.

Retention Year 10 to Year 12

In 2019, the school will retain all of its Year 10 students and the majority of Year 11 students, with all students aiming to complete either the Higher School Certificate and/or a vocational certification. Three of its Year 12 students are returning on a pathways HSC program.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	50	20
Employment	0	0	10
TAFE entry	0	50	20
University Entry	0	0	30
Other	0	0	0
Unknown	0	0	20

The table indicates the post-school destinations of those students who transitioned from Woniora Road School during 2018. All students at Woniora Road School are provided with intensive support during any transitional phase and the school has a dedicated vocational support program headed by a teacher previously employed by TAFE, who brings a wealth of knowledge about TAFE and vocational options to students. In 2018, three students received early entry offers to University.

Year 12 vocational or trade training

In 2018, 50% of Year 12 students undertook a TVET or VET-based course. These included Retail Services, Hospitality and Information Digital Technology. All participating students obtained a Certificate I or II in their VET and TVET courses.

Year 12 attaining HSC or equivalent

In 2018, 80% of departing Year 12 students either completed a HSC level course or obtained a vocational educational qualification, with 70% of students gaining a full HSC.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	4.51
Teacher Librarian	0.2
School Counsellor	1
School Administration and Support Staff	8.02

*Full Time Equivalent

The school does not currently employ any Indigenous staff, but works closely with Regional Aboriginal Consultants to assist our Indigenous students.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

Professional learning and teacher accreditation

Four teachers are New Scheme Teachers who are accredited at proficient level and are maintaining that accreditation. One of these completed their 5 year cycle of maintenance at the end of 2018, while another will be completing their cycle in 2019. The majority of teaching staff are pre–New Scheme and were accredited at the start of 2018 and have begun their five year maintenance cycle.

In 2018, to build and sustain teachers' capacity to achieve key school priorities, professional development and training was interwoven into daily practice and staff development days. This included guest presenters, collaborations with St George Child and Adolescent Mental Health Services (CAMHS), and working in partnership with Sydney Distance Education High School. In Term 3, all staff participated in the Management of Actual or Potential Aggression training course for crisis management. In Terms 3 & 4, a team attended the four–day Berry Street Education Model training, a trauma–informed positive education model which links the understanding of trauma on learning and the brain, with proven positive classroom approaches. The team then developed a contextually specific one day course for the whole school staff.

Additional professional learning and development included weekly staff meetings, presentations and resource acquisition, the expansion of a staff website to share articles and resources, participation in a range of external training events, including conferences such as the Generation Next Conference on Mental Health and Wellbeing.

Specific courses undertaken by single staff as part of the school plan included:

- Principal Induction Program
- Mental Health First Aid
- An introduction to the Numeracy and Literacy progressions
- Inspire Innovate Conference
- Project Based Learning with UTS

Staff meetings continued to provide professional learning for mandatory training including child protection, anaphylaxis management, and emergency care, as well as the NSW Education and Standards Authority (NESA) requirements and information.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31

December 2018.

	2018 Actual (\$)
Opening Balance	222,248
Revenue	2,317,135
Appropriation	2,287,862
Sale of Goods and Services	1,890
Grants and Contributions	24,806
Gain and Loss	0
Other Revenue	0
Investment Income	2,577
Expenses	-2,029,531
Recurrent Expenses	-2,029,531
Employee Related	-1,875,990
Operating Expenses	-153,541
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	287,603
Balance Carried Forward	509,851

The school's budget is determined by need, with areas of expenditure being identified through the school's management plan. School targets are set and budgets are allocated to ensure that these targets are well–resourced. Action plans are devised to provide structure for the implementation of strategies to achieve school targets. Monies are allocated to pay for utilities, administrative programs, capital programs and extracurricular activities. The principal coordinates the management plan and the related school budget in conjunction with the staff.

As part of our education management plan:

- In 2018 our school completed a significant sporting facility upgrade in the form of a new basketball court.
- In 2018, the school began an upgrade to all learning spaces to support team teaching throughout the school and the re–purposing of a classroom into a multi–purpose group tutorial/engagement program space. It also spent additional funds on professional learning for new staff, especially in the area of mental health.
- Consolidation before an extensive spending program for 2019 including a major asset upgrade to the school facade and playground area and funds for additional staffing including for multiple year employment of a student support officer.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	465,414
Base Per Capita	15,524
Base Location	0
Other Base	449,890
Equity Total	12,329
Equity Aboriginal	0
Equity Socio economic	12,329
Equity Language	0
Equity Disability	0
Targeted Total	1,129,854
Other Total	443,980
Grand Total	2,051,577

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

School-based assessment

Particular achievements of the students in their individual numeracy plans included:

- 67% of students who completed Mathematics assessment tasks in Year 10 scored sound or above in yearly school reports.

Achievements in the PAT Maths assessment included:

- 67% of students working at or above their individual level.
- 56% of students working within the average stanine descriptors 4, 5, 6.
- 11% of students working at or 'above average' stanine descriptor 7.

Parent/caregiver, student, teacher satisfaction

Parent Feedback

My child was referred to Woniora Road School after a long absence from school and being disengaged from her education. The decision for my child to attend

Woniora Road School was made after our visit to the school. Initially we met with the office staff who greeted us with a warm smile and made us feel welcome. We were then introduced to the school principal. He was friendly and approachable which quickly put my child at ease. During the tour he explained the various engagement programs available and the ways in which the school could assist students to meet their individual needs.

We were shown the classrooms, which were small, calm and comfortable. We observed the teachers assisting students with individualised learning programs and the students appeared to be enjoying their lessons.

It was noticeable that respect, emotional wellbeing, success and a sense of self-worth for the students were important values at the school.

Woniora Road School has a strong sense of academic achievement and has been instrumental in my child completing her educational certification. Her success in achieving her academic goals was a constant focus by the school, whilst preparing her for community participation and transition to the workplace. Through the tireless support and encouragement of her teachers, and having her emotional needs catered to, my child has developed independence and gained confidence in her ability to succeed in life after school.

The teachers are positive role models with a caring and respectful approach towards their students and their families. Having such a strong rapport enables a good understanding of their students' interests, strengths and motivations. By getting to know their students they are able to assist them through their challenges, as well as prepare them for transition into the wider community.

The staff frequently contact the parents by phone, at times after business hours, to answer queries, give progress updates or to simply share some news about the child's success during the day. It's such a unique experience and I will always be grateful for the care that was shown to our family.

Thank you to all the teaching and support staff at Woniora Road School for your dedication and commitment to your students and their families.

Kim.

Policy requirements

Aboriginal education

In 2018, the school continued to implement the Aboriginal Education and Training Policy and the Aboriginal and Torres Strait Islander Education Action Plan. The school increased its commitment to embedding these policies into daily practice and promoting a greater understanding and positive appreciation of Aboriginal culture and history.

This included regular training to familiarise staff with existing policies and procedures, as well as the assessment of our current practices with respect to

supporting and improving outcomes for Aboriginal students. This has resulted in developing new plans and strategies to improve the implementation of personalised learning plans and community consultation.

As part of the school Education Action Plan, the school targeted engagement and connections to school and community as well as attendance and pathways to post-school options.

Multicultural and anti-racism education

Multicultural education is embedded throughout the school's teaching and learning programs. With the implementation of quality teaching practices, our learning programs are culturally inclusive and address issues such as racism and discrimination. The learning programs include topics and experiences that are significant and relevant to our students to increase engagement and connectedness to education and the community.

In addition to the implementation of multicultural perspectives in the curriculum, the school participated in several extracurricular activities designed to foster an understanding of and respect for cultural difference. These included participation in Harmony Day, Amnesty Day, Shopfront Community Arts and Community Youth Networks.

The school appointed a new Anti-Racism Contact Officer in 2018 who underwent an extensive training program. As well as the ARCO, the school has strict policies regarding discrimination and bullying. Wherever possible, staff and students are encouraged to be aware and accepting of all cultures and people. The school aims to foster tolerance and acceptance in a racism-free learning environment.

Other school programs

Barista Program

The barista program runs once a week for 20 weeks with a small group of five to seven students. The program has a strong focus on collaboration, cross-curricular learning, employment skills and promoting positive pathways. Within the program, students gain the knowledge and confidence in operating a commercial coffee machine, preparing fresh meals for staff and students, accounting, catering, and service skills. The objective of the program is to equip students with the necessary skills and tools to successfully work in a kitchen environment, provide employment opportunities, and raise funds for the student representative council.

2018 has been a big year for the barista engagement program, as Woniora Road School have established a partnership with OzHarvest. Developing this partnership has provided our students with an opportunity to further their learning and achieve a Certificate II in Hospitality through the Nourish program.

Due to the selective nature of the program, two of our students were chosen and have now graduated with a Certificate II in Hospitality.

The barista program continues to cater for several internal and external events/meetings, providing students with authentic learning opportunities within the food and beverage industry. These events have included network meetings, DGO meetings, open days, clinic meeting and gallery exhibitions.

Since the inception of the program there has been a rise in the number of students who have successfully completed TVET hospitality courses and a growing number of students gaining and maintaining part-time employment in the food and beverage industry.

2018 has successfully graduated 12 students from the Barista program.

Animal Shelter

Since its inception in 2015, the Animal Shelter Program has become an evolving and much-loved engagement program for students of Woniora Road School. Each week students volunteer an hour at The Sydney Cats and Dogs Home to complete a variety of tasks around the shelter.

In 2018, Woniora Road School was chosen to pilot a new three-step program which included reading to identified anxious dogs to initiate the socialisation process, participate in lesson demonstrations on different aspects of animal handling, and walking the dogs under supervision. These informative weekly sessions have provided Woniora Road School students with structured and specific jobs to complete during their visits.

Data collected at the end of each weekly session suggests that students have identified an improvement in their confidence in reading aloud, improvement in their ability to communicate effectively with animal shelter staff and a significant increase in their perceived mood and wellbeing on that day.

In term 4, a staff member from the animal shelter and their resident dog visited Woniora Road School. The staff member provided an informative session about what the shelter does and new and exciting jobs that await in the future. The presentation also acknowledged the wonderful work Woniora Road School students and staff do to support the continuation of the animal shelter and commissioned the students to produce several artworks to decorate the animal cages.

Music Therapy

Woniora Road School conducts a weekly music therapy program in which students have the opportunity to engage in a variety of musical activities including songwriting, improvisation, music discussion, instrument learning and performance.

The program uses research and evidence-based practice to improve students' mood, reduce anxiety,

enhance positive self-image and support emotional expression, with the intended wellbeing outcomes of engagement, achievement, and social connectedness.

The program is run by an Australian Music Therapy Association registered music therapist, who has been running the program since 2017. The program continues to show an increase in student attendance and engagement, with most students showing initiative and independently choosing to engage in the program, which is a reflection of the program's success.

A highlight of the program has again been the development of a school band. In 2018, the band performed in front of an inter-school audience for the first time as part of a sports day hosted by Woniora Road School. The students also engaged with local arts co-op Shopfront Theatre, and used their newly built recording studio to record a song they had worked on. The students' hard work throughout the year was showcased at the end of year school formal, with performances from two bands and a special performance from an individual student, who had not sung in front of an audience since moving from her mainstream school several years earlier.

The program has not only enabled some of the school's most introverted students to engage in a fun and social activity, but it has also significantly impacted their self-confidence, enabling them to attend social events and perform in front of audiences.

Robotics

The weekly robotics program is now in its fifth year, having evolved from basic Lego Mindstorms robotics to more advanced coding. Students are given a choice in what activities to complete based on what will supplement their learning and coincide with their interests. In 2018, the students worked on solar-based program operations, with participants exploring the key components of solar energy operations and charging processes. Another project that students worked on was building remote control cars. To end the year, students started working with Minecraft to enhance their skills in video game design principles and coding. By utilising Minecraft, we are able to provide our students with additional opportunities to develop skills essential for the 21st century learner.

Feedback and data collected from the Robotics programs have demonstrated:

- An overall increase in school attendance and engagement
- 82% of participants enjoyed robotics
- 58.6% agreed that it helps with learning
- 78% have indicated that it has helped with developing social skills and teamwork
- 63% have indicated that has helped them to manage their mental health and wellbeing
- 56.9% stated that it motivated them to attend school
- 77% identified that engaging in the robotics program has developed their critical thinking and problem solving skills.

The robotics program will continue to grow in 2019, with participants learning how to design and create objects using a 3D printer, continue building on student knowledge of renewable energy and further refining skills in coding using Minecraft.

Horticulture Program

Throughout 2018 the Horticulture Program has been engaged in various projects. With many students from 2018 transitioning from junior to senior classes, the Horticulture program enrolled a few new faces to continue the program.

The vertical garden in the Wellbeing Room has been one of our focus projects this year, with students watering, fertilising and pruning the plants. Students are required to work as a team and are responsible for the transportation of pots to ensure all plants are receiving adequate sunlight, nutrients and water.

The horticulture program continues to develop and grow our sustainable garden. With leftover and discarded fruit and vegetables from OzHarvest, we are able to produce nutrient rich compost, which is utilised to improve the soil in our vegetable gardens. The garden has a variety of fruit and vegetables: tomatoes, cucumbers, lettuce, chilli, potatoes, passionfruits, strawberries, pineapples and avocados. All the fresh produce is used in our Barista program or distributed among the horticulture students.

In 2019, the horticulture program is looking to expand by recruiting more students and introducing some woodworking skills to create more planter boxes around the school.

Art Program

The school consistently promotes engagement in creative and visual arts programs to improve students' creativity, independence, confidence, as well as broadening their learning experiences. The specialised art program that we offer at Woniora Road School addresses the unique academic, social, and emotional needs of the students. Students are encouraged to experience and experiment in a range of mediums and to exhibit their work within and beyond the school grounds.

In 2018, the arts program gave students an opportunity to create individual artworks around their personal interests and to collaborate on group projects with a student focus. These meaningful and personalised art experiences play a key role in encouraging wellbeing and engagement. Giving the students the opportunity to learn and explore themselves and the world of art can lead to improved participation in schooling and greater levels of self-confidence.

This year, students have created a variety of tribal lino block print artworks. Through this printmaking process students learned how to create balance and harmony from contrasts of colour, shape, lines and emotion. The students have also been working on a large mosaic that will adorn the back wall of the basketball court.

Towards the end of term four, all art students were invited to attend the annual 'Sculptures by the Sea' art exhibition, where they walked from Bondi Beach to Tamarama Beach, interacting, photographing and engaging with the creative pieces.

Room 13

This year, students participating in Room 13 have worked closely with nature and natural forms. The year started off with students carving designs into Cuttlefish, composing photos with a pinhole camera and creating cyanotype sun prints of leaves and feathers.

From term 2 onwards students created original works starting with an enlarged copy of their own fingerprint. The shape of the fingerprint led students into a range of forms from 3D tornadoes to calming pastel waves. The completed works were set to original sound scores supported by sound artist Michael Moebus. Both visual and sound components came together to create a short poetic film.